



# Office Hours: Indicator B-13 IEP Section 9F

Office of Special Services  
Monitoring Team

**3/23/22**



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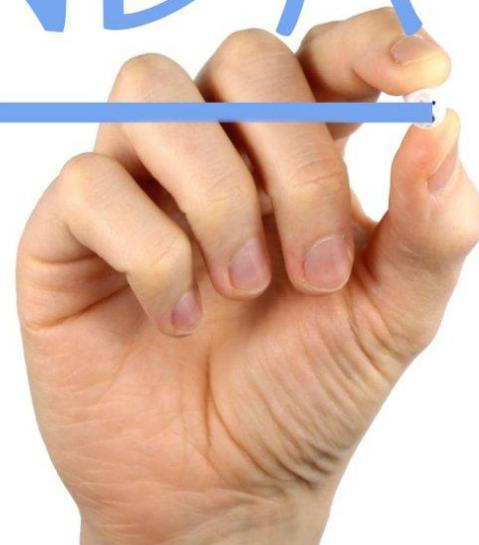
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# Agenda

- Introductions
- IEP Timeline Clarification
- B13 Indicator
- IEP Section 9F
- Questions

AGENDA

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# Procedural Manual in Chat Box



# Procedural Manual:

- **Pages we will be referring to today:**
- Pg. 15 Timeline Clarification
- Pgs. 40-41 IEP 9F

# Maine Unified Special Education Regulations (MUSER) in Chat Box



05-071 Chapter 101

**Maine Unified Special Education Regulation  
Birth to Age Twenty**

**Effective Date:**

**August 25, 2017**

*Italicized text signifies State requirements*

**Non-italicized text signifies federal statutory or regulatory requirements**



- References to secondary transition:

MUSER: pgs. 9, 57, 63-64, 67, 97, 103-104, 149, 155 and 230.



# Clarification: IEP Timelines



Maine Unified Special Education Regulations (MUSER IX.3.G.)

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SAU or CDS Site: MSAD 55

Date IEP Sent to Parent: 9/12/21



### 1. CHILD INFORMATION

Child's Name: Kevin Example

Date of Birth: 4/1/14

Age: 7

Grade: 2

School/Program: Leora's Elementary School

Parent/Guardian Name: Barbara Example

Child's Address: 52 Maple St

City, State, ZIP: Example Town, Maine 04888

Annual Date of IEP Meeting: 9/8/21

Duration of the IEP: 9/18/21-9/7/22

Date of Next Annual IEP Meeting: 9/7/22

Date of Re-Evaluation: 9/7/22

Date(s) of Amended IEP: NA

Case Manager: Leora Byras

State Agency Client?  YES  NO

# Clarification: IEP Timelines

- **Date of Next Annual IEP Review:** The next annual IEP should be held within 364 days from the previous year's annual IEP meeting.

Date of Annual Meeting: 3/17/2019

Duration of the IEP: 3/27/2019-3/26/2020

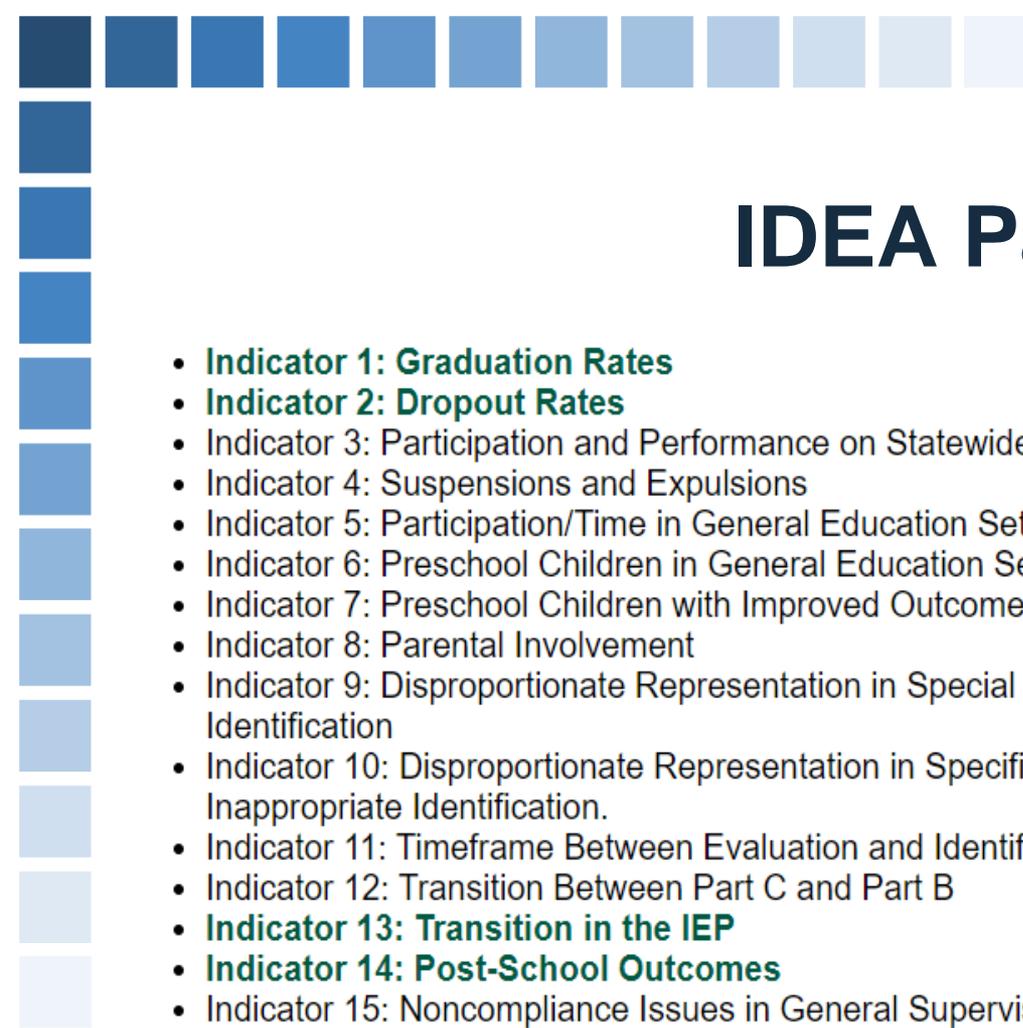
Date of Next Annual IEP Meeting: 3/16/2020

*The date of the annual review MUST not exceed 364 days (but may be less than 364 days) from the date of the last annual IEP meeting, NOT from the effective date of the IEP. If an entirely new IEP is written after the annual meeting, the date that the new IEP was developed becomes the new annual review date. (Example: Transfers)*

# Chat Box Check in:



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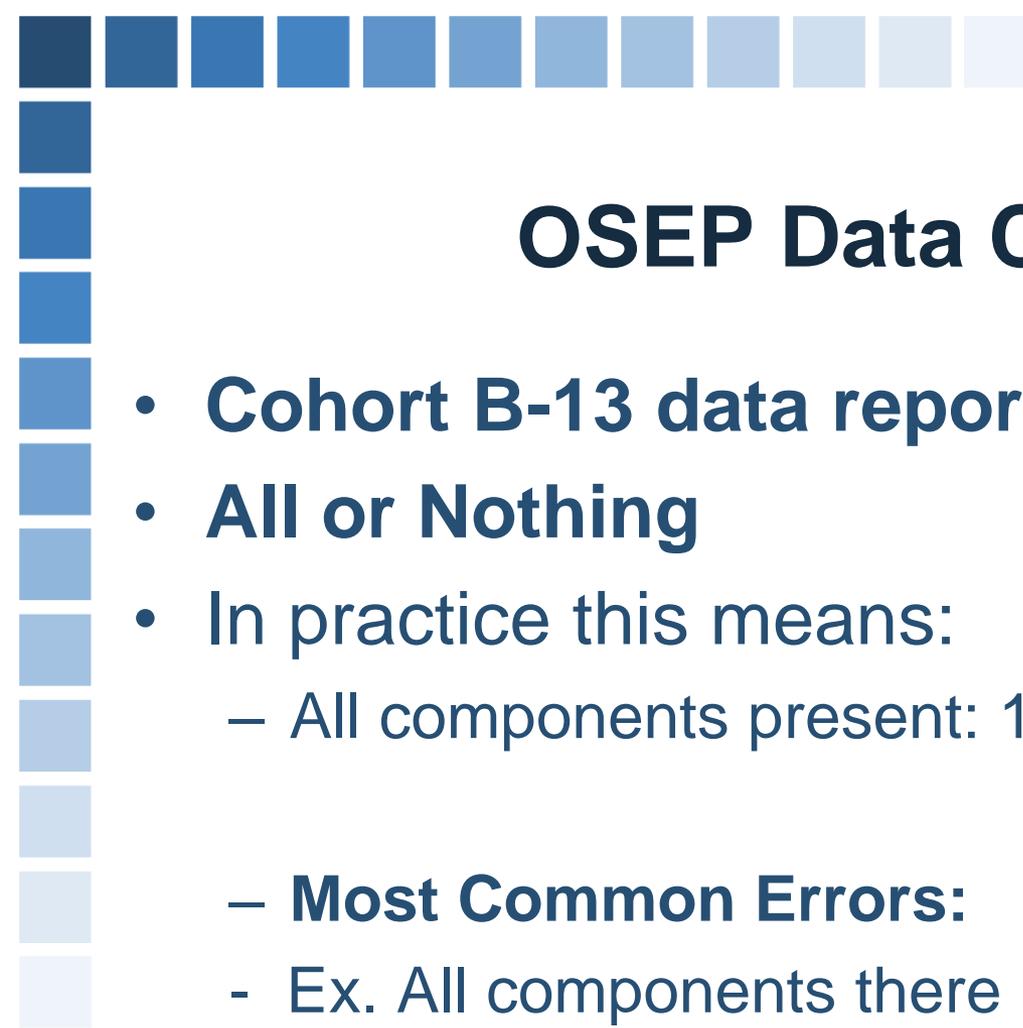
# IDEA Part B

- **Indicator 1: Graduation Rates**
- **Indicator 2: Dropout Rates**
- Indicator 3: Participation and Performance on Statewide Assessments
- Indicator 4: Suspensions and Expulsions
- Indicator 5: Participation/Time in General Education Settings (LRE)
- Indicator 6: Preschool Children in General Education Settings (Pre-School LRE)
- Indicator 7: Preschool Children with Improved Outcomes
- Indicator 8: Parental Involvement
- Indicator 9: Disproportionate Representation in Special Education that is the Result of Inappropriate Identification
- Indicator 10: Disproportionate Representation in Specific Disability Categories that is the Result of Inappropriate Identification.
- Indicator 11: Timeframe Between Evaluation and Identification (Child Find)
- Indicator 12: Transition Between Part C and Part B
- **Indicator 13: Transition in the IEP**
- **Indicator 14: Post-School Outcomes**
- Indicator 15: Noncompliance Issues in General Supervision System
- Indicator 16: Resolution of Written Complaints
- Indicator 17: Due Process/Dispute Resolution
- Indicator 18: Dispute Resolution
- Indicator 19: Mediations Resulting in Mediation Agreements
- Indicator 20: Timeliness and Accuracy of State Reported Data

# B-13 Indicator

Components	Where?
Purpose of Meeting	AWN
Child Invited to Meeting	AWN
Agency Invited with Parents PRIOR Written Consent	WN and IEP 9G
Post-Secondary Goals Updated Annually	WN
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP 9B
Measurable Post-Secondary Goals in Education/Training	IEP 9D and Section 5
Measurable Post-Secondary Goals in Employment	IEP 9D and Section 5
Measurable Post-Secondary Goals in Independent Living	IEP 9D and Section 5
Course of Study	IEP 9E
Transition Services (NOT "Child Will" Statements)	IEP 9F





## OSEP Data Collection:

- **Cohort B-13 data reported annually**
- **All or Nothing**
- In practice this means:
  - All components present: 100%
  - **Most Common Errors:**
    - Ex. All components there EXCEPT 9G is blank: 0%
    - Ex. All components there EXCEPT 9F are “child will” statements: 0%

# Meaningful Day

**Meaningful Day** means individualized access for persons with developmental disabilities to support their participation in activities and functions of community life that are desired and chosen by the general population.

This includes:

- Purposeful and meaningful work
- Substantial and sustained opportunity for optimal health
- Self-empowerment and personalized relationships
- Skill development and/or maintenance
- Employment, educational, social and community inclusion activities that are directly linked to the individual's vision, goals and desired personal outcomes

# What Makes Life Meaningful?

- Family and Friends
- Employment (money and self worth)
- Engagement in community-being able to go for a walk, or sit outside in the yard....
- A happy home-pets....
- Health
- Choices/options-what to eat, how to arrange our home....
- Freedom and Independence

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# Section 9F: Transition Services and Activities

**F. Transition Services and Activities: (MUSER IX.3(A)(I)(h)(ii))** – Describe the activities provided by the adults in the school and in the community that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services must be specific and individualized.

**Education/Instruction and Related Services:**

**Career/Employment and Other Post-Secondary Adult Living Objectives:**

**Community Experiences:**

**If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:**

# Section 9F: Transition Services and Activities

- **F. Transition Services and Activities:** (MUSER IX.3(A)(1)(h)(ii)) Describe the activities provided by the adults in the school and in the community that will enable and promote the child's progress toward meeting annual and postsecondary goals.
- Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services must be specific and individualized.



# Section 9F: Transition Services and Activities

- Documents the services and activities occurring during the life of this IEP being provided by an adult in the school or the community.
- Can help the child focus on what they want to do.



# Section 9F: Transition Services and Activities

- These are not “will” statements.
  - Provided by an adult in the school/community
- Should not include future services/activities
  - Example: Freshman will be provided services from Vocational Rehabilitation his/her junior year.
- Leaving previous years services in this section
  - To show movement from year to year.

# Section 9f

- **Education/Instruction and Related services include:**
  - Transportation
  - Developmental, corrective, and other supportive services including:
    - specially designed instruction
    - speech-language pathology and audiology services
    - interpreting services
    - psychological services
    - physical and occupational therapy
    - recreation, including therapeutic recreation
    - social work services
    - school nurse services
    - counseling services, including rehabilitation counseling
    - orientation and mobility services
    - medical services
  - Instruction in specific areas that the child needs to:
    - Complete needed courses
    - Succeed in the general curriculum
    - Gain needed skills

# Section 9f

- **Career/Employment and Other Post-Secondary Independent Living Objectives** are components of a transition program required to achieve desired post-secondary goals. *(This is not a restatement of the goal, but rather a description of the activities that are necessary to accomplish the goal.)*
  - These objectives could include career/employment/adult living skills such as:
    - Exploring internships
    - Job seeking and keeping skills
    - Job site training
    - Registering to vote
    - Filing taxes
    - Renting a home
    - Accessing medical services
    - Filing for insurance or accessing adult services such as Social Security Income (SSI)

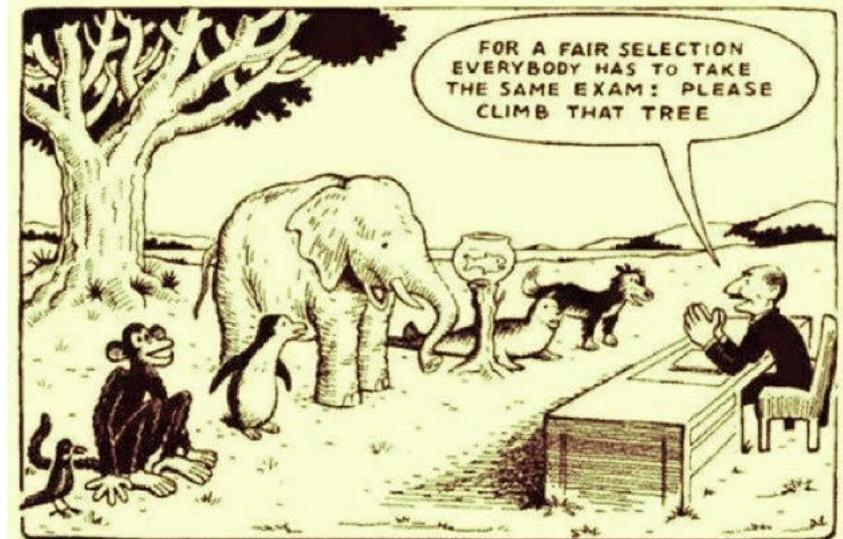
Procedural Manual pg. 40

# Section 9f

- **Community Experiences** are one component of a transition program that is provided outside the school building or in community settings.
  - Examples could include:
    - Community-based work experiences and/or exploration
    - Banking
    - Shopping
    - Transportation
    - Recreation activities

# Section 9F: Education

- Special education services
- Regular education classes
- Related Services



## Our Education System

*“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”*

*- Albert Einstein*

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# Section 9F: Career/Employment

- Job seeking and keeping skills
- Work experience
- Job shadow
- Advisory program
- Internships



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# Section 9F: Education

## **F. Transition Services and Activities (MUSER IX.3(A)(I)(h)(ii))**

Describe the activities provided by the adults in the school and in the community, that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services and activities should be specific and individualized.

### Education/Instruction and Related Services:

- \*Social Work services to learn to regulate emotions (2020, 2021, 2022)
- \*Financial math to develop financial awareness (2020)
- \*Special Education Consultation services (2021, 2022)
- \*Intro to Business Class (2020)
- \*Carpentry Class (2022)



# Section 9F: Community Experience

- Community based work experiences
- College or career fair
- Volunteer experiences
- Recreational activities



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**NTACT**  
National Technical Assistance Center on Transition

## How will the student engage in the community?

- Independently
- Family support
- Community support
- Paid/agency support

**PARTICIPATION  
MATTERS!**

15

6

# Section 9F: Community Experience

## Community Experiences:

- \*Volunteer at marketing business (2021)
- \*Currently employed, with satisfactory employment evaluations (2020, 2021, 2022)
- \*Boy Scouts: developing leadership and independent skills (2020, 2021)



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# Section 9F: Daily Living Skills

- Preparing meals
- Budgeting
- Maintaining a home
- Caring for self, clothing, pets, etc.

<p><b>Washing</b></p>  <p>The ability to wash in the bath or shower (including getting into and out of the bath or shower) or wash by other means.</p>	<p><b>Dressing</b></p>  <p>The ability to put on, take off, secure and unfasten all garments and, as appropriate, any braces, artificial limbs or other surgical or medical appliances.</p>
<p><b>Feeding</b></p>  <p>The ability to feed oneself food after it has been prepared and made available.</p>	<p><b>Toileting</b></p>  <p>The ability to use the lavatory or manage bowel and bladder function through the use of protective undergarments or surgical appliances if appropriate.</p>
<p><b>Walking Or Moving Around</b></p>  <p>The ability to move indoors from room to room on level surfaces.</p>	<p><b>Transferring</b></p>  <p>The ability to move from a bed to an upright chair or wheelchair, and vice versa.</p>

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# Section 9F: Daily Living Skills

If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

\*Financial match class to learn money management skills (2020)

\*Primary caregiver for family dog (2020, 2021, 2022)



# All Together Now:

## **F. Transition Services and Activities (MUSER IX.3(A)(1)(h)(ii))**

Describe the activities provided by the adults in the school and in the community, that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services and activities should be specific and individualized.

### Education/Instruction and Related Services:

- \*Social Work services to learn to regulate emotions (2020, 2021, 2022)
- \*Financial math to develop financial awareness (2020)
- \*Special Education Consultation services (2021, 2022)
- \*Intro to Business Class (2020)
- \*Carpentry Class (2022)

### Career/Employment and Other Post-Secondary Adult Living Objectives:

- \*Career interest inventories in marketing and carpentry (2020)
- \*Participate in career prep activities through advisor/advisory program (2021)
- \*Job shadow individuals in both the carpentry and marketing fields to determine which is a better fit (2022)

### Community Experiences:

- \*Volunteer at marketing business (2021)
- \*Currently employed, with satisfactory employment evaluations (2020, 2021, 2022)
- \*Boy Scouts: developing leadership and independent skills (2020, 2021)

### If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

- \*Financial math class to learn money management skills (2020)
- \*Primary caregiver for family dog (2020, 2021, 2022)

# What's Wrong with this Picture?

## POLL

### **F. Transition Services and Activities (MUSER IX.3(A)(I)(h)(ii))**

Describe the activities provided by the adults in the school and in the community, that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services and activities should be specific and individualized.

#### Education/Instruction and Related Services:

- Dan will attend his Social Work services
- Dan will attend his Special Education Consultation services
- Dan will pass his Intro to Business Class
- Dan will receive a "competent" grade in his Carpentry Class

#### Career/Employment and Other Post-Secondary Adult Living Objectives:

- Dan will complete Career interest inventories in marketing and carpentry
- Dan will Participate in career prep activities through advisor/advisory program
- Dan will job shadow individuals in both the carpentry and marketing fields

#### Community Experiences:

NA

#### If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

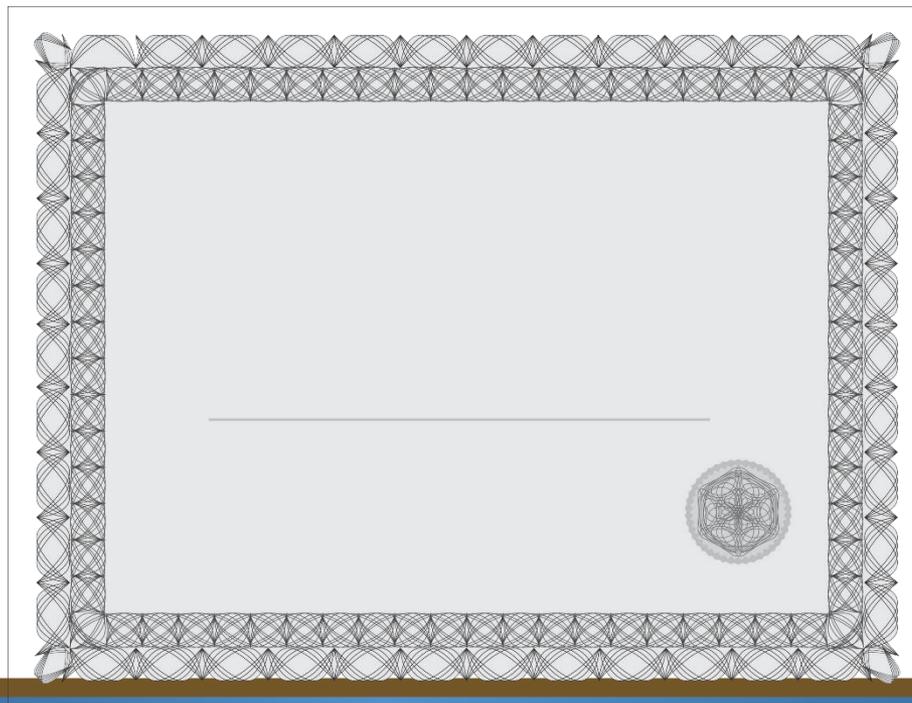
- Dan will pass his Financial math class
- Dan will care for the family dog. |

### **G. Agencies Responsible to Provide and/or Pay for Services (MUSER IX.3.E.(1)(2))**

What agency linkages, if any, have been made? Written parental consent must be obtained prior to the IEP meeting invitation of any agency or organization that is likely to be responsible for providing or paying for transition services.

# Contact hours:

- Jennifer will send a certificate to the email you used to register for this session.



# Resources

**Professional Development Calendar –**

**<https://www.maine.gov/doe/calendar>**

**Link for Recordings and Power Points –**

**<https://www.maine.gov/doe/learning/specialed/covid19/Administrators/Virtual%20Meeting%20Archives>**

**Special Education Resources –**

**<https://www.maine.gov/doe/learning/specialed/resources>**

**Special Education Laws and Regulations –**

**<https://www.maine.gov/doe/learning/specialed/laws>**

**Special Education Forms and Reporting –**

**<https://www.maine.gov/doe/learning/specialed/data>**



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# Contact Information

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